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ABSTRACT

This paper describes the early childhood special educator's use of the Five P's (Parent/Professional Preschool Performance Profile), a new assessment tool developed by the Variety Preschooler's Workshop (Syosset, New York) for use with children with emotional and developmental disorders functioning on a preschool level. The Five P's tool consists of 15 scales focusing on five areas of development: (1) routines and self-help skills, (2) motor, (3) language, (4) social and (5) cognitive skill development. Also included are a Learning Style and Effective Teaching Methods page, IEP forms, and a Graphic Profile. It is a multivariate tool which involves the child's two primary caregivers, the teacher and the parent, in a shared assessment of the child's functioning in the classroom and the home. Information from the Five P's does not replace evaluations by clinicians but is intended to integrate and supplement these reports. The Five P's provides the teacher with a systematic method for assessing a child's skill and behavior repertoire and linking this evaluation to goal selection, curriculum planning and reevaluation. A detailed description of how the Five P's tool is used by the classroom teacher is given, with a case study to illustrate the process. (Author/CL)

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A Teachers's Perspective of the Five P's

The Five P's

A New Handicapped Preschool Children's Assessment Tool

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A Teacher's Perspective of the Five P's

Paper Presented at 91st Annual Convention of the

American Psychological Association at Anaheim, California, August 1983

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Abstract

A Teacher's Perspective of the Five P's

By Janice L. Friedman, MA, Research Assistant

This paper describes the early childhood special educator's use of the Five P's (Parent/Professional Preschool Performance Profile), a new assessment tool by Judith Bloch developed at Variety Pre-Schooler's Workshop for use with children with emotional and developmental disorders functioning on a preschool level. The Five P's consists of fifteen scales focusing on routines and self-help skills; motor, language, social and cognitive development; a Learning Style and Effective Teaching Methods page; IEP forms; and a Graphic Profile. It is a multi-variate tool which includes the child's two primary caregivers, the teacher and the parent, in a shared assessment of the child's functioning, in the child's two primary settings, the classroom and the home. The assessment arena is broadened. Information from the Five P's does not replace evaluations by clinicians but serves to integrate and supplement these reports. A detailed description of how the Five P's is used by the classroom teacher is given, with a case study to illustrate the process. The Five P's provides the teacher with a systematic method for assessing a child's skill and behavior repertoire and linking this evaluation to goal selection, curriculum planning and reevaluation.

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A Teacher's Perspective of the Five P's

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This paper will discuss the Five P's from the viewpoint of the early childhood special educator. It will focus on its value in goal setting, writing an IEP (Individualized Education Program), selecting curricula, and evaluating and monitoring child progress as well as teacher performance. A brief case study will be presented to illustrate the above process.

Teachers of the young special needs child are faced with the responsibility of assessing, writing and implementing an IEP for each child in the class. The Five P's provides the teacher with a systematic method for this overwhelming task and links assessment to goal selection, the IEP, and curriculum.

The Five P's, developed by Judith Bloch, Director of Pre-Schooler's Workshop, is an assessment tool based on teacher and parent observations across five major areas of development: classroom routines and self-help skills; motor development; language, social and cognitive development. Behaviors/skills are sequentially organized ranging from birth up to 48 to 60 months, and are based on documented developmental milestones. Behaviors which interfere with the "child's ability to profit from a learning

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situation" (Lidz, 1983) are also part of the scale. IEP forms, a Learning Style and Effective Teaching Methods page and a Graphic Profile are included with the fifteen subscales of the Five P's.

Teachers and parents complete their respective ratings of the scales over a two to four week observational period in the fall and spring (a six month interval) in the two settings most familiar to the child: school and home. They do their observations independently and share their findings at the parent/team IEP meeting. A three point rating scale is used to assess the child's level of functioning on each skill/behavior/interfering behavior in the checklist. (Neither the age of the child nor the age norm for an item should influence the ratings). Briefly the rating system is:

Y: The behavior/skill is always/usually observed.

It is consistently part of the child's repertoire.

S: The behavior/skill is sometimes observed. It may be emerging, not automatic or generalizable.

N: The behavior is never/rarely observed or occurs by chance.

When the teacher completes the Five P's, the following information about a child at school is obtained: skills and behaviors that are part of or absent from the child's repertoire; skills and

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behaviors that are emerging; behaviors that interfere with the child's ability to learn; strengths and weaknesses; and gaps in the child's repertoire of skills.

Once the ratings are completed, it is time to choose goals. An above the line item may be targeted as a goal if it receives a rating of S or N. Elimination of an interfering behavior may be targeted as a goal if it receives a rating of Y or S. Teachers often ask two questions about goal setting: (1) how many goals should be chosen? and (2) should a goal be chosen for each subscale of the Five P's? These questions cannot be answered definitively. The number of goals and the areas of remedial concentration can best be determined by answering the following questions: for what child? for what purpose? for what time in his/her life? and for what priorities at home? Teachers at PSW select goals from the Five P's, present them at the parent/team IEP meeting, and modify them if applicable, based on the needs and concerns of the child's family. Typically, if a child presents a behavior management problem in school, a teacher would emphasize goals which focus on the elimination of the problem behavior and acquisition of socially acceptable behaviors. While this same child might not be toilet trained, the teacher would not target a goal in the toileting area until

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the child's behavior problem is under control. On the other hand, if a family strongly expresses a need for their child to become more independent in the area of self-help skills, a PSW teacher would typically make this area a priority, and target more goals here.

While teachers select goals for implementation in school, parents are given the option to target goals for implementation at home. Parents bring their goal selection to the IEP meeting for discussion with team members.

The teacher's next task is to construct the IEP using the Five P's as a data base. The IEP consists of two parts: an anecdotal current level of functioning and a listing of annual and short term goals. Briefly, the current level of functioning describes the child's: physical appearance; functioning identified in each of the five major areas of the scales; learning style taken from the Learning Style and Effective Teaching Methods page. Goals come directly from the Five P's subscales. Annual goals are simply written "Improve" plus the title of the subscale. The short term goals are the individual items on the behavior scales.

The short term goals become the backbone of the child's curriculum. Teachers at PSW build learning experiences and

lessons around each short term goal. Many times it is necessary to do a task analysis on the goals, breaking them into smaller increments depending upon the child's learning and behavior patterns. When a goal has been mastered by the child, the teacher refers back to the scales to determine the next skill to become a goal.

Assessment involves evaluation and reevaluation. The Five P's is redone at six-month intervals. This gives the teacher the opportunity to systematically monitor the child's progress and in a way, his/her own effectiveness in helping the child grow.

If the child has not made gains or regressed, there is cause for alarm. The teacher must reexamine his/her approach in working with the child as well as alert the team involved with the child.

The Graphic Profile and the Learning Style and Effective Teaching Methods page needs mentioning. The Graphic Profile is a bar graph which produces a visual comprehensive comparison and summary of the child's functioning at home and school. The teacher completes the graph prior to the IEP parent/team meeting using two different colors to note the child's level of functioning and the number of interfering behaviors in the two settings. This bar graph helps focus the parent/team IEP meeting. It

helps parents and the team perceive the whole child with relation to his/her age; strengths and weaknesses; gaps in his/her functioning; similarities/differences in the child's functioning in the two settings; and the interfering behaviors.

The Learning Style and Effective Teaching Methods page is an important part of the Five P's. Once it is completed, it provides the teacher with information about the child's approach to a learning situation. It identifies the child's learning style, and suggests methods, interventions, and reinforcements that will effectively motivate and engage the child in learning. A "Learning Alerts" section, which gives information about the child's learning idiosyncrasies, is also included. The purpose of this section is to provide the teachers with information to help him/her anticipate and avoid creating potential problems which may interfere with the teacher/child relationship and which might be time consuming to undo. Items such as the child's tolerance to touch, noise, physical distance from others, as well as unusual habits, routines, words, are found in this section.

The following is a description of a five year old speech and language impaired child. (This is an excerpt of the anecdotal current level of functioning on the IEP). The Five P's

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was completed on this child by both the teacher and the parents. The Communicative Competence subscale of the Five P's was chosen as an illustration.

J. is a five year old boy who is in his second year at PSW. His body tone typically appears tense. When he is approached by others, J. pulls his arms close to his body and turns away from the other person. He often appears sad and withdrawn; given a choice, he does not join other children or teachers.

J. is a speech and language impaired child whose receptive language functioning far exceeds his ability to produce and use language effectively. J.'s use of language is of limited intent. He needs prompting to use the language he is capable of producing. At times, J. is echolalic and his language is inappropriate to the situation.

The teacher and parent completed the Communicative Competence scale (See Illustration #1). In the area of Communicative Competence at school, only three above the line behaviors were always or usually part of J.'s repertoire (#17, 18, 19); six above the line behaviors were emerging or only sometimes part of his repertoire (#9, 12, 13, 15, 16, 20); and eleven behaviors were not part of his repertoire at all. There were several interfering behaviors which were hindering his ability to

communicate effectively (#21, 22, 23, 26, 27). The parent's ratings were in accord with the teacher's ratings: J. functioned similarly at school and home.

After completing each subscale on the Five P's, the teacher set goals for J. Five goals were chosen on the sample subscale. Language was an area of priority for J. Thus, the teacher targeted more goals in this area. When the teacher presented the goals to the parents at the IEP parent/team meeting, the parents concurred because language was also a priority area for them.

J.'s IEP came directly from the Five P's. The teacher transferred the skills marked as goals on the Five P's to the IEP forms (See Illustration #2).

J.'s classroom curriculum in the language area was built upon the Five P's. The teacher used information from the Learning Style and Effective Teaching Methods page (See Illustration #3) in planning lessons around each goal area. Because J. performs to please significant adults in his life, it was important to establish a strong, trusting teacher-child relationship before proceeding to work on specific goals. Once a relationship began to develop, the teacher planned lessons around each goal area. It was necessary to break the goals

into smaller increments as well as to use visual cues, when presenting learning experiences. The teachers used tickling and bubbles as reinforcements for J.

Six months after the initial assessment, the teacher and parent used the Five P's again. This reevaluation indicated that J. had made gains: ten skills were now usually/always part of J.'s repertoire (#7, 9, 12, 13, 15, 16, 17, 18, 19, 20); nine skills were sometimes part of his repertoire (#2, 3, 4, 5, 6, 8, 10, 11, 14); and one skill was never part of his repertoire (#1). J. also made gains with respect to the interfering behaviors. Behaviors #21, 22, 23 were still interfering with his learning.

At PSW, IEP's are written bi-annually. The teacher evaluates the progress made on goals set in the fall and then targets new goals for the spring IEP. J. achieved all goals set for him except for G5. This goal was repeated on the spring IEP along with new ones taken from the Five P's.

Prior to the IEP meeting, the parents send their Five P's to school. The teacher completes the Graphic Profile using information from the teacher and parent Five P's (See Illustration #4). An age line is drawn at the child's

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chronological age. This Graphic Profile provides a visual comparison of J.'s functioning at home (red) and school (blue). The bar graph shows: J. functions similarly at home and school; J. functions below his age level; and there are gaps in his learning repertoire.

The Five P's is a valuable tool for early childhood special educators. It provides a systematic approach to assessment and links assessment to remediation and curriculum.

Reference

Lidz, C. Emotional disturbance in preschool children. Teaching
Exceptional Children. Spring 1983, 164-167

**IIIA.—Language Development/Communicative Competence***

Age Norms		Fall		Spring	
		School	Home	School	Home
48-60	1. Uses language to deal with hypothetical situations (e.g. "If I don't like my lunch, I'm not going to eat it.")	N	N		
	2. Describes past and future experiences in logical order (e.g. "I went to Burger King. I ate french fries. I'll go back tomorrow.")	N	N		
	3. Tells about events not in immediate environment* (e.g. describes day at school; sequencing not necessary)	N	N		
	4. Maintains topic for more than two conversational interchanges	N	N		
36-48	5. Converses with both adults and peers with a wide range of intentions (i.e. socially interact, share information, direct, ask questions)	N	N		
	6. Tells two events in order of occurrence (e.g. "I ate breakfast, then I went on the bus.")	N	N		
	7. Initiates conversation to get information	N	S		
24-36	8. Maintains topic for two conversational interchanges* (i.e. alternates turns as speaker and listener)	N	N		
	9. Comments about ongoing activity (e.g. "boy sit," "girl eat," "drink")	S	S		
	10. Uses different words or phrases for same purpose (e.g. "water," "gimme/give me water," "I want water," "I'm thirsty.")	N	N		
	11. Alternates turns as speaker and listener	N	N		
	12. Uses words to respond to adult speech	S	S		
12-24	13. Uses language to make things happen (e.g. direct activities of others, request)	SG4	S		
	14. Takes turns in interactive game for 2-5 minutes (e.g. rolling a ball or pushing a car from one person to another)	N	S		
	15. Uses socialized greeting routines (e.g. hi, bye)	SG3	Y		
	16. Uses gestures and/or words to engage others	SG2	S		
0-12	17. Responds to adult initiated gestures* with gestures (e.g. bye-bye, peek-a-boo, pat-a-cake)	Y	Y		
	18. Babbles* with intent to communicate	Y	Y		
	19. Vocalizes* feelings of pleasure and pain (e.g. squeals, coos, laughs, whines)	Y	Y		
	20. Makes eye contact* with adults	SG1	Y		
Interfering Behaviors					
21.	Repeats same message/question even if answered	Y	Y		
22.	Language response usually inappropriate to situation	SG5	S		
23.	Requires prompting in order to use language he/she is capable of producing	Y	S		
24.	Talks to self without intent to communicate	N	N		
25.	Frequently repeats phrases (e.g. rhymes; counting; alphabet, T.V. commercials)	N	N		
26.	Displays a limited range of intentions (i.e. communicates only to label or request)	SG4	S		
27.	Does not maintain communicative interactions	S	N		
28.	Frequently uses non-speech sounds (noises) to communicate	N	N		

Comments


Individualized Education Program

Page _____

Name _____

III. Language _____

Area _____

Evaluation Key

Y = ALWAYS/USUALLY

S = SOMETIMES

N = NEVER/RARELY

Fall	Key	Spring	Key
III. A. Communicative Competence <u>Annual Goal:</u> Improve communicative Competence <u>Short Term Goals:</u> G1 To make eye contact with adults G2 To use gestures and/or words to engage others G3 To use socialized greeting routines (e.g. hi, bye) G4 To use language to make things happen (e.g. direct activities of others; request) G5 To use language appropriate to the situation			



Learning Style and Effective Teaching Methods

Name _____

Check All that apply

1. In which way(s) does child seem to learn best?	Fall		Spring	
	S*	H*	S*	H*
Visually	✓			
Auditorily				
Tactilely				
Multi-sensory Approach				
Undetermined		✓		

2. What teaching methods/interventions seem effective?

Teacher/child interaction (i.e. child performs to please)	✓	✓		
Teacher model				
Peer model				
Physical assistance/decrease as competency increases	✓			
Verbal cues/decrease as competency increases				
Visual cues/decrease as competency increases	✓			
Constant repetition				
Language must be basic and simple	✓	✓		
Maintain physical contact				
Address at close range				
Learning area free of distractions				
Behavior modification system				
Redirection				
Other (please specify): Task analysis	✓			

3. What positive reinforcements seem effective?

Praise from significant caretaker	✓	✓		
General praise (affection, clapping, verbal praise)	✓	✓		
Primary reinforcers (food)				
Stickers (e.g. stars)				
Favorite activity, toy, book, etc. (please specify) Bubbles	✓			
Other (please specify): Physical play-tickling, being	✓			

4. What negative reinforcements seem effective?

Verbal disapproval		✓		
Ignoring (withdrawal of attention)	✓	✓		
Time out				
Other (please specify):				

*S-School
H-Home



Learning Alerts

- ☐ Not tolerant to being touched
- ☐ Not tolerant to being held
- ☒ Needs physical distance from others - initially
- ☐ Not tolerant of noise
- ☐ Unusual fears or phobias (please specify): _____

- ☒ Favorite material
(please specify): Bubbles

- ☐ Favorite activity
(please specify): _____

- ☐ Toileting words if unusual
(please specify): _____

- ☐ Other (please specify): _____



Graphic Profile of the 5P'S
(Bar Graph #)

Child's Name: J.

Birthdate: _____

Age: 5

Date: _____

Age in Months	Toileting/Hygiene		Mealtime Behaviors		Dressing		Gross Motor/Balance/Coordination Skills		Perceptual/Fine Motor Skills		Communicative Competence		Receptive Language		Expressive Language		Emerging Self		Relationship to Adults		Relationship to Children		Cognitive Skills		
	School	Home	School	Home	School	Home	School	Home	School	Home	School	Home	School	Home	School	Home	School	Home	School	Home	School	Home	School	Home	
60																									
48																									
36																									
24																									
12																									
0	Self-Help Skills				Motor Skills														Cognitive Skills						
# of Interfering Behaviors																									
0																									
2																									
4																									
6																									
8																									
10																									
12																									
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